Baseline Benchmarking Tool - Prime Areas:

PRIME AREAS OF LEARNING							
Band	**Communication and Language**		**Personal, Social, Emotional Development**			**Physical Development**	
	Listening, Attention & Understanding	**Speaking**	**Self-Regulation**	**Managing Self**	**Building Relationships**	**Gross Motor Skills**	**Fine Motor Skills**
Band 1	Hears sounds Copies close by face Fleeting attention Startled by loud noises	Can make sounds Gurgling, cooing	Calms with adult support/picked up Looking for adult	Interest in own reflection. Anticipates food routine with interest	Peek-a-boo Face watching Seeks adult attention	Turn head Rolling	Reach, hold object Mouths objects
Band 2	Stop & look when hears name Und. few single words Recognises familiar voices Copies adult speech/mouth Attn own activity - short time	Few single words Take turns in babble Use voice, gesture, eye contact to make and keep attention	Calms self Show pleasure Engages other for support Reacts emotionally to others emotions	Finger feed Hold cup Co-operates with nappy change Understands yes/no boundaries Attempts to use spoon	Wary unfamiliar people Affectionate Responds to interaction	Crawl Sitting up Pulling up	Pass bet hands Sensory expl Bang blocks together Pincer grip
Band 3	Follow one step simple instruction **Responds** to what, where questions Rigid attention	Use expressions 'oh dear' Use 50 + words Put two words together e.g. 'more milk' Name familiar toys & items Generally make themselves understood	Explores but checks-in Can be independent Can get frustrated Aware of others feelings	May still be in nappy Assists with dressing Accepts boundary e.g. first/then Responds to distraction Supported hand washing Try new foods Uses spoon with some control	Plays alongside Shows interest in others including peers Explores independently & checks-in Gain attention in a variety of ways	Walking Backward crawl down stairs Kick large ball Jump with both feet Use scooter Throw ball/objects overarm	Point & press using index finger Palmar/Fist grip on pencil Build tower Uses spoon Picks up pre-loaded fork Attempts fork stab

Band	Communication and Language		Personal, Social, Emotional Development			Physical Development	
	Listening, Attention & Understanding	**Speaking**	**Self-Regulation**	**Managing Self**	**Building Relationships**	**Gross Motor Skills**	**Fine Motor Skills**
Band 4	**Understands** what, where, who questions Listen with interest Shift task from single channel if attention gained Developing understanding of simple concepts	Use 300 words Use simple sentences. Use descriptive language Be understood by unfamiliar adult Learns new words and uses them Says how they feel	Can express known feelings e.g. sad, happy Separate with conscious awareness from carer Wait their turn Express own preference/interests	Using potty/toilet Takes off coat Und. routine/boundaries Independent hand washing Uses spoon, fork and open cup independently	Starts to join in Form close friendship Seeks out others Share/turn take with support	Safe running Climb on frame/ladder Catch large ball Climb stairs with rail Pedal tricycle	Manipulate tools and have impact on materials Beg. tripod pencil grip Pour from jug
Band 5	Listen with attention and recall Follow two step instructions **Understands** how & why questions	Conversation back and forth Asks range questions 6 word sentences Past and present tenses	Understands own feelings Confident to speak about own needs, wants	Completes daily tasks Accept responsibilities Knows and independently follows rules Toileting independently Aware of risk	Play in group Role play Friendly behaviours Can resolve conflict with solutions	Skipping, hopping, Stand on one leg More complex ball skills, alternate stair climbing, safe jumping Expl. diff ways of moving	Use one handed tools Recognisable letter forming Use knife and fork
Band 6	Listen attentively, comments, questions and holds conversation	Discuss, explain, use tenses, new vocab learned and applied	Understands own feelings and others Begin to regulate behaviour accordingly	Manages all hygiene Understands rules/behaviours Confident to try Shows resilience	Play co-operatively, turn take, sensitive to own/others needs	Negotiate space safely Show strength, balance and co-ordination Move with fluency and ease	Hold pencil in prep for fluent writing Use range of tools with control Begin to show accuracy and care when drawing
Band 7	Follow and understand the main points of discussions and explanations Make and accept constructive suggestions Correct use of regular and irregular verbs	Use synonyms and homophones. Expanded noun phrases Negative auxiliaries, e.g., can't, don't Simple time references and accurate use of regular singular and plural words in speech	Identifies own feelings what makes them feel happy/sad and things that they like/dislike. Knows that personal information should be kept private. Understands basic e-safety rules, e.g. stranger danger, using appropriate	Knows why personal hygiene is important and can give reasons Understands what a healthy diet is, and can give	Understands nature of kind relationships and what they can do to be a kind friend	Applies balance, agility and coordination in a range of physical activities	Dresses and undresses independently including footwear.

Band	Communication and Language		Personal, Social, Emotional Development			Physical Development	
	Listening, Attention & Understanding	**Speaking**	**Self-Regulation**	**Managing Self**	**Building Relationships**	**Gross Motor Skills**	**Fine Motor Skills**
Band 8	Sustain longer conversations and discussions Use reasoning, persuasive language and interjections Adjust language for different audiences	Consistent use of regular singular and plural words in speech including more complex nouns Telling jokes, using adverbs (quietly), speaks audibly and fluently to a larger group and describes an increasingly complex series of events	Use Zones of Regulation to manage their feelings and be able to identify how to stay in the green zone Use knowledge of interoception to begin to regulate self	Explains why it is important to take care of our bodies both now and in the future	Recognises the impact of their actions on others and how they might manage relationships with others	Can travel safely around the community and in a sports activity, navigating people and objects successfully	Can manage toggles, zips, shoe laces and cut food items using a sharp knife
Band 9	Understanding features of language such as; idioms, sarcasm, humour, synonyms, figurative language. Use skills of summarising and justifying Use language for different purposes e.g. narrative, description. Understand that there are different points of view	Can confidently reason and negotiate with familiar and unfamiliar people. Uses complex conjunctions (however). Gives effective oral presentations and starts conversations with adults and children they don't know	Understand how to keep themselves safe in the community and on line and know who to ask for help if they feel they are at risk	Describes simple ways that they can take care of their mental wellbeing (relaxing, being with friends/family, listening to music, etc.) Explains why exercise and sleep are important for their health	Identifies language and behaviours that are completely unacceptable (e.g. sexist, homophobic, transphobic, bi-phobic, racist or disablist) and be prepared to challenge these behaviours	Uses gross motor skills to take part in everyday independent activities such as loading washing machine/ dishwasher and taking part in leisure activities such as walking and swimming	Can tie simple knots and use a screwdriver to replace batteries etc
Band 10	Use effective, pertinent, sustained and detailed language in a wide range of contexts	Make increasingly complex phone calls. Graciously accept verbal feedback and give constructive feedback to others. Can respond appropriately to questions posed in an interview. Can partake in a formal debate	Takes proactive strategies to keep themselves safe e.g. using secure passwords, never giving out personal details	Recognise the impact of different substances on our physical and mental health e.g. drugs, alcohol and tobacco and make educated choices	Understands what giving and receiving consent means in relationships	Takes part in leisure activities independently such as riding a bike or swimming in the sea	Use a wide range of household tools such as hammer, screwdriver, allen key

Baseline Benchmarking Tool - Specific Areas Part 1:

SPECIFIC AREAS OF LEARNING					
Band	Literacy			Mathematics	
	Comprehension	Word Reading	Writing	Number	Numerical Pattern
Band 1	Turns when hears name Responds to snack symbol/cup Responds to nappy shown for changing	Make fleet eye contact with adult talking Look at people/objects for few seconds	Reach out for dangly objects	Interacts with peek-a-boo Responds to objects here & gone	Focus on bold black/white patterns
Band 2	Use gestures to show adults and share Respond to simple question e.g. 'where's Mummy?'	Turns head to sounds Handle and explore books Enjoys songs and rhymes	Reach for objects close by when sitting Pick up objects in palmar group	Look for object removed room vision Explore objects by mouthing Excited at '1,2,3'game	Explore space Anticipate familiar routine Fill and empty container
Band 3	Select named object Find object when asked Identify action words Recognise action in pictures	Looks at books independently/may have favourite Point to picture on request Joins in actions/sounds in familiar song	Engage with mark making Use large muscle groups e.g. rollers Begin to use smaller muscle groups e.g. chunky pens	Say some counting words Combine objects like stacking blocks/cups Knows things exist when out of sight Engage in action number rhymes	Squeeze into spaces Simple shape sorter Simple tower Simple inset puzzle Know big/small Simple categorising
Band 4	Understand 3 part request Understand use of objects Ask questions, comments about story Handles book carefully Develop play around story	Repeat words and phrases from story Make comments/share ideas Say some words from songs Recognises written name Notices print in environment	Gives meanings to marks make Distinguishes between marks make Know up/down, round/back in action	Count in play – may skip number Select small number from group when asked e.g. 2 Quantities change when item added/taken Know significant number e.g. age	Compare amounts Compare size, weights Board puzzles – 10 piece Count backwards from 3 Sort by shape, object, colour Notice simple patterns
Band 5	Listen story increasing attention and recall Understand prepositions e.g. under, on Understand why/how questions Learns new vocabulary from complex story	Join in/anticipate key phrases in rhyme/story Count/clap syllables Print has different purposes Hold books correct way Knows language conventions	Write some letters accurately Choose a writing tool Write some or all of name Draw with purpose/meaning Write with some accuracy e.g. m for mummy	Recite numbers in order 1 – 10 Represent number using fingers Use some number names accurately in play Interest in numerals in environment	Extend and create ABAB pattern Aware of shapes in environment Und/use 'under/on' Beg to use shape names Count backwards from 5 Board puzzles – 24/36 piece

Band	Literacy			Mathematics	
	Comprehension	Word Reading	Writing	Number	Numerical Pattern
Band 6	Enjoy increasing range of books Enjoy other publications/literature Know instructions can be in written form	Hears and say sounds through the words by orally segmenting and blending Links sounds to letters Read simple decodable sentences Reads Phase 2 and 3 Common Exception Words and Phonics	Use effective pen grip Form lower case and capital letters Write own name Form letters with correct starting point/direction Write a simple sentence	Recognise numerals 1 – 10 Counts objects to 10 Number bonds 0 -5/5 – 10 1 more/ 1 less	Select a named shape Uses time language Order/compare length, weight, size, capacity 'Under' 'behind', 'next to' Identify errors and corrects Share items in group
Band 7	Participate in retelling a story Follow written instructions Understand simple end punctuation	Sight read a limited amount of functional words alongside visuals Read accurately by blending sounds in unfamiliar words Phases 4 and 5 Phonics Identify the number of syllables in a short phase	Use a capital letter for different purposes Use end punctuation for different purposes Write at least 5 sentences	Counts an irregular arrangement of up to 10 objects Estimates how many objects they can see and checks by counting them Finds the total number of items in two groups by counting all of them	Uses fractions in practical sessions to share/ divide between 2 and 4 people using the terms quarter and half. Tells the time to the hour and half past the hour Confidently identifies 2 and 3 D shapes Recognises and knows the value of different denominations of UK coins
Band 8	Listen to and discuss a wide range of contemporary and classic stories and non-fiction at a level beyond that at which they can read independently	Read the majority of Phases 1-6 common exception word and can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Write for different purposes including letters, non-chronological reports, simple stories, recount in narratives, create settings, characters and plot e.g. through role play	Counts objects to 50 demonstrating 1:1 correspondence and can find the corresponding numeral	Recognises, finds, names and writes fractions: 1/3, 2/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity Finds different combinations of coins that equal the same amounts of money

Band	Literacy			Mathematics	
	Comprehension	Word Reading	Writing	Number	Numerical Pattern
Band 9	Identify, understand and extract the main points and ideas in and from texts and predict what may happen being able to justify reasons with evidence	Read words fluently in unknown texts	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Identifies and represents numbers up to 100 using objects and pictorial representations including a hundred square Adds and subtracts one-digit and two-digit numbers to 50, including zero	Can add fractions with same denominator and order fractions Uses and understands time in simple real-life contexts Tells and writes the time from an analogue clock, Knows the number of seconds in a minute, minutes in an hour and hours in a day Use standard units of measurement
Band 10	Self-select books according to personal interest, preference and recommendations, giving reasons for their selection	Pupils should be reading for comprehension and developing their vocabulary	Proofread for spelling and punctuation errors read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Recognises the place value of each digit in a three-digit number (hundreds, tens, ones) Understands place value in a 4-digit number (thousands, hundreds, tens, and ones) Compares and orders numbers up to 1000	Find fractions of whole number quantities or measurements L1.20 Convert between units of length, weight, capacity, money and time, in the same system

Baseline Benchmarking Tool - Specific Areas Part 2:

SPECIFIC AREAS OF LEARNING					
Band	**Understanding the World**			**Expressive Arts & Design**	
	Past and Present	**People, Culture & Communities**	**The Natural World**	**Creating with Materials**	**Being Imaginative & Expressive**
Band 1	Smiles with pleasure at faces, and recognisable play things	Looks steadily at person for few seconds plus Follow moving person with eyes	Move eyes, then head to follow moving object Enjoys being inside and outside	Tolerates feel fabrics/textures Responds to faces & bright colours Focus on black/white patterns	Respond to/engage with world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions
Band 2	Imitate peek-a-boo React when object disappears from view Hold small toys	Reacts when carer appears Looks at faces, copies movements e.g. tongue out Raises arms to be picked up	Visually explore surroundings Show interest in small objects/details of toy Repeat actions that have effect e.g. shake rattle	Shows interest in sensory media/colour Purposefully move hands through dry/wet textures Attracted to patterns like a face	Watch what familiar adult and children are doing Anticipates phrases/actions in songs Enjoys making own sounds
Band 3	Point to family in photo Knows what to do in familiar situation Remember where objects belong Simple small world eg. fly plane	Copy movement of other child Imitate adult in task Confident when out in neighbourhood	Explore natural world they are exposed to Explore and be curious Demonstrate use of common object e.g. cup, brush Explore objects/toys/buttons	Explore range of media/movement through multi-sensory experiences Interest in effects of movement which leaves marks Engage simple role-play	Pretend objects represent other things Express self through action and sound Take interest/watch/take part in action songs & rhymes
Band 4	Small world play – making interactive scenes Name familiar characters from TV, story, rhymes	Name a child they see Notice differences/similarities between people Show acceptance	Point out details in environment Talk about what see/exp in natural world Encounter greater exp e.g. finding worms, visit beach Operate mechanical objects	Experiment blocks/colour/marks Begin to know colour names Take part in simple pretend play Make simple models which express their ideas Start to make marks intentionally	Join in with familiar songs/rhymes Use movement/sounds to express ideas & feelings Explore instruments, making own sounds
Band 5	Take on adult role in pretend play Use new vocab Remember significant events Tell events in order of occurrence	Talk about home/places/people/family/events Ask questions to find out info Know there are different countries, cultures, religions	Ask questions about natural world Talk about forces, materials, states Lifecycles – plants Understanding caring for natural world	Using tools for purpose Using various construction materials – know how and what Develop complex stories with small world Drawing with purpose & from observation/imagination	Co-operative group role-play Create own songs Develop own preference for forms of expression Play instruments with increasing control/direction Sing with melodic skill

Band	Understanding the World			Expressive Arts & Design	
	Past and Present	**People, Culture & Communities**	**The Natural World**	**Creating with Materials**	**Being Imaginative & Expressive**
Band 6	Ask/answer questions Share info with class about family/community Compare historical figures Know things happened before born	Know roads, villages, towns names Understanding places of importance Create and read a simple map of a familiar area	Understanding seasons/weather Describe own senses/feelings when outdoors Observe natural/scientific processes – ask questions/comments Describe animals/plants	Collaborate - share resources, skills and ideas Select colour for purpose Explore, use & refine variety of artistic effects	Engage attentively to music/performance, live & recorded, expressing feelings & responses Co-operatively create in groups
Band 7	Make observations and answer questions about similarities and differences between present and past	Beginnings to show awareness of safety in the community	Recognises that all animals and humans need food, air, warmth and water to survive	Beginning to create sculptures and objects that move Developing a wider range of art and design techniques, e.g., texture, shape, form and space	Exploration of voice to represent characters Awareness of accurate pitch Can respond to single instructions independently within the group Can perform an independent part within a group
Band 8	Describe changes that have happened in the local community throughout history	Create a simple map using simple terminology Travels safely and appropriately with adult supervision	Talks about how a habitat helps animals/plants to survive	Design a product that meets a range of requirements Labelling a design with sketches and words Investigating different techniques such as light and dark	Using voice expressively and creatively Embodying characterisation in performance Refining use of sounds within the elements of music Represent more complex emotions
Band 9	Create a chronological timeline including people, events and societies	Plans a simple route within their local community Follows and understands safety in the community	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Overseeing a design project from start to finish, including generating an idea, designing, refining, evaluating and critiquing one's work	Improvising and composing music for a range of purposes Begin to use and understand musical notations Develop an understanding of the history of music
Band 10	Understand the concept of change over time, representing this, along with evidence, on a timeline	Travels independently Accesses local community independently	Describe the life process of reproduction in some plants and animals	Working collaboratively, problem solving and considering the purpose of the project and the user	Using rhythm and pitch notation with increased accuracy Expresses self freely through a range of activities